



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9950 East Rees Loop, Tucson, AZ 85747

Vail Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Excelling
2003-04 Performing
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Carol Marie Golembiewski
Schedule : 07:00 AM to 04:00 PM
Grades : K-6
2005 Enrollment : 605
Web Address : www.vail.k12.az.us
Phone Number : (520) 762-2600
Fax Number : (520) 762-2601
E-mail : golembiewskic@vail.k12.az.us

Mission

The Cottonwood community is proud to provide a quality, nurturing environment where we strive to motivate every student in developing their greatest learning potential.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Math: 85% of students in grades 1-6 will achieve the instructional level or higher on a CBM probe measuring a grade level appropriate skill.
- ü Reading: 85% of students in grades 1-6 will achieve the instructional level or higher on a CBM probe measuring a grade level fluency skill.
- ü Ninety percent of the classroom teachers will have the essential math, reading and writing standards posted ninety percent of the time with essential questions to enhance instructional effectiveness.
- ü Ninety percent of classroom teachers will contact ninety percent of their classroom families at least once a quarter using positive communication, such as a phone call, written communication or personal contact.

Enrollment

October 1, 2004 School Year Student Enrollment : 593
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 15

Instructional Programs

- Ü Standards Based Instruction
- Ü Six Trait Writing Program
- Ü Inclusion and Resource Special Education
- Ü Accelerated Reader Program
- Ü Reteach and Enrichment
- Ü Afterschool Tutoring
- Ü Instructional Intercessions
- Ü Family Reading Nights

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/18/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the mission of the Vail School District to provide parents with safe and nurturing school communities, where their children can obtain a quality education. We respect parents and their values.

Parents

Our schools are communities of learners. We believe learning extends well beyond the classroom. Cottonwood parents are to provide a healthy psychological environment; to ensure regular attendance; and support their child's education.

Transportation Policy

Students who live within our attendance area are provided school transportation if they live within a mile of the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Hands Across The Border Support Award	2001
Ü So. AZ Children's Advocacy Ctr Appreciation Award	2002
Ü Pima County Environmental Quality Award	2002
Ü Learning for Life Character Education Award	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	513	79306	100	100	99	486	472	445	3	4	10	3	8	18	38	48	51	55	40	20
All Students (Prior Year)	90	429	75509	98	99	100	544	545	521	4	5	13	15	18	23	36	30	33	45	47	31
Female	48	261	38691	100	100	99	466	470	446	7	4	10	7	8	18	43	48	52	43	39	20
Male	50	252	40583	100	100	99	504	474	445	0	3	11	0	8	18	34	48	50	66	41	21
African American	NC	27	4041	NC	96	99	NC	469	426	NC	5	17	NC	10	23	NC	43	50	NC	43	10
Hispanic	23	112	32869	100	100	99	487	458	429	9	10	15	0	14	25	35	44	51	57	32	10
Asian/Pacific Islander	NC	18	1935	NC	100	99	NC	487	474	NC	0	3	NC	18	9	NC	24	48	NC	59	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	65	347	36197	100	100	99	485	476	463	2	2	5	3	5	11	42	51	53	53	42	31
Students with Disabilities	15	69	10321	100	100	100	435	413	389	14	18	30	0	14	27	43	45	34	43	23	9
Students without Disabilities	83	445	69060	95	100	98	495	482	454	1	2	7	4	7	17	38	48	54	57	43	22
Limited English Proficient Students	NC	19	15509	NC	100	100	NC	329	406	NC	20	20	NC	25	30	NC	45	45	NC	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	98	513	39966	100	100	100	486	472	459	3	4	6	3	8	12	38	48	52	55	40	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	513	79395	100	0	99	478	469	446	1	4	9	7	12	25	69	62	55	23	22	11
All Students (Prior Year)	90	430	75492	98	99	100	532	535	519	6	5	12	12	11	16	51	46	47	32	38	24
Female	48	261	38743	100	0	100	469	472	451	2	3	7	9	11	24	66	63	57	23	23	12
Male	50	252	40618	100	0	99	487	467	440	0	4	11	4	14	27	72	61	53	23	20	9
African American	NC	27	4052	NC	0	100	NC	481	434	NC	5	11	NC	5	29	NC	76	54	NC	14	6
Hispanic	23	112	32915	100	0	99	471	454	426	4	7	15	4	15	35	70	65	47	22	13	4
Asian/Pacific Islander	NC	18	1936	NC	0	99	NC	475	468	NC	0	3	NC	24	14	NC	47	63	NC	29	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	65	347	36221	100	0	99	481	473	465	0	3	4	8	11	15	65	61	63	27	25	17
Students with Disabilities	15	69	10331	100	0	100	428	407	388	0	14	25	21	29	37	79	49	34	0	8	4
Students without Disabilities	83	445	69139	95	0	99	488	480	454	1	2	7	4	9	24	68	65	58	27	24	11
Limited English Proficient Students	NC	19	15545	NC	0	100	NC	322	399	NC	15	21	NC	25	42	NC	60	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	98	513	39986	100	0	100	478	469	461	1	4	4	7	12	16	69	62	63	23	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	512	78869	100	100	99	484	464	442	1	3	6	9	16	21	66	62	63	24	19	10
All Students (Prior Year)	90	429	75053	98	99	99	609	607	597	6	8	7	7	9	12	77	73	72	10	11	9
Female	48	261	38536	100	100	99	485	479	458	0	2	4	7	10	15	70	63	67	23	25	14
Male	50	251	40302	100	100	99	483	449	428	2	4	8	11	21	26	62	61	60	26	13	7
African American	NC	27	4015	NC	96	99	NC	483	430	NC	0	8	NC	10	24	NC	71	61	NC	19	7
Hispanic	23	112	32606	100	100	98	498	450	426	0	5	8	13	21	27	48	58	60	39	16	5
Asian/Pacific Islander	NC	18	1925	NC	100	99	NC	491	471	NC	0	3	NC	18	11	NC	41	64	NC	41	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	65	346	36078	100	100	99	476	466	459	2	3	4	8	14	16	72	64	66	18	19	14
Students with Disabilities	15	69	10246	100	100	100	425	391	367	7	11	18	21	31	39	57	51	40	14	8	4
Students without Disabilities	83	444	68697	95	100	98	495	476	454	0	2	4	6	13	18	68	64	67	26	21	11
Limited English Proficient Students	NC	19	15339	NC	100	100	NC	334	399	NC	10	11	NC	20	31	NC	55	54	NC	15	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	98	512	39837	100	100	100	484	464	457	1	3	4	9	16	14	66	62	67	24	19	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	529	78906	100	100	99	547	533	498	7	5	13	5	9	19	35	44	48	53	42	20
All Students (Prior Year)	75	420	76019	100	100	100	521	524	499	7	7	14	28	27	39	13	14	14	52	52	33
Female	49	266	38644	100	100	99	552	543	500	2	2	12	9	7	19	34	46	49	55	45	19
Male	39	263	40236	95	100	99	541	523	497	15	8	15	0	11	19	35	42	46	50	39	20
African American	NC	25	4087	NC	100	99	NC	525	481	NC	5	20	NC	5	24	NC	62	45	NC	29	11
Hispanic	23	100	31938	100	100	99	546	529	481	10	7	19	5	5	25	33	50	46	52	39	10
Asian/Pacific Islander	NC	10	1805	NC	100	98	NC	544	536	NC	0	5	NC	20	8	NC	40	45	NC	40	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	60	391	36483	95	100	99	547	534	517	7	5	7	5	10	13	34	41	51	54	44	30
Students with Disabilities	15	75	10664	100	100	100	487	453	430	27	21	42	27	31	27	27	37	26	20	10	5
Students without Disabilities	73	454	68310	99	100	98	561	547	509	3	2	9	0	5	18	36	45	51	61	48	22
Limited English Proficient Students	NC	17	12573	NC	100	100	NC	381	454	NC	22	27	NC	22	30	NC	39	38	NC	17	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	88	529	40295	100	100	100	547	533	513	7	5	7	5	9	13	35	44	50	53	42	30

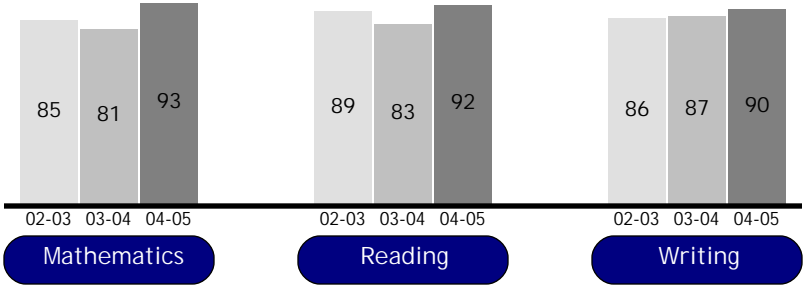
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	528	78908	100	0	99	509	504	484	6	4	10	13	13	23	66	67	58	15	16	9
All Students (Prior Year)	75	420	76020	100	100	100	507	511	503	11	10	25	31	23	23	40	50	40	17	17	12
Female	48	265	38648	100	0	99	518	515	489	2	2	8	11	10	22	67	71	61	20	18	10
Male	39	263	40233	95	0	99	497	493	479	12	6	12	15	17	25	65	63	55	9	14	8
African American	NC	25	4092	NC	0	99	NC	498	473	NC	5	12	NC	14	28	NC	67	54	NC	14	5
Hispanic	23	100	31940	100	0	99	500	497	465	10	3	16	14	17	32	67	68	49	10	11	3
Asian/Pacific Islander	NC	10	1805	NC	0	98	NC	509	507	NC	0	4	NC	20	13	NC	60	65	NC	20	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	59	390	36502	94	0	99	509	507	502	5	4	4	13	12	14	67	68	67	15	17	15
Students with Disabilities	15	75	10665	100	0	100	472	436	423	27	21	30	33	34	36	27	39	31	13	6	2
Students without Disabilities	72	453	68312	97	0	98	517	516	493	2	1	7	8	10	21	75	72	62	15	17	10
Limited English Proficient Students	NC	17	12556	NC	0	100	NC	357	436	NC	17	24	NC	33	40	NC	44	35	NC	6	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	87	528	40315	100	0	100	509	504	498	6	4	5	13	13	15	66	67	66	15	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	528	78750	100	100	99	516	517	500	11	4	6	10	19	29	79	74	63	0	3	2
All Students (Prior Year)	75	421	75673	100	100	100	535	545	530	6	6	12	26	23	25	67	68	58	1	3	4
Female	49	265	38586	100	100	99	539	542	515	9	2	4	4	10	22	87	83	71	0	5	3
Male	39	263	40135	95	100	99	485	491	486	15	7	8	18	28	35	68	64	56	0	1	1
African American	NC	25	4081	NC	100	99	NC	512	488	NC	5	8	NC	24	32	NC	71	59	NC	0	2
Hispanic	23	100	31841	100	100	99	505	515	483	14	5	8	14	16	36	71	75	55	0	5	1
Asian/Pacific Islander	NC	10	1802	NC	100	98	NC	531	533	NC	0	2	NC	10	16	NC	90	75	NC	0	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	60	390	36440	95	100	99	518	517	516	11	4	3	9	19	22	80	73	71	0	3	4
Students with Disabilities	15	75	10622	100	100	100	384	411	415	60	24	21	20	50	50	20	26	28	0	0	1
Students without Disabilities	73	453	68196	99	100	98	546	535	513	0	1	3	8	13	25	92	82	69	0	4	3
Limited English Proficient Students	NC	17	12504	NC	100	100	NC	356	451	NC	11	12	NC	44	44	NC	44	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	88	528	40260	100	100	100	516	517	514	11	4	3	10	19	21	79	74	72	0	3	4

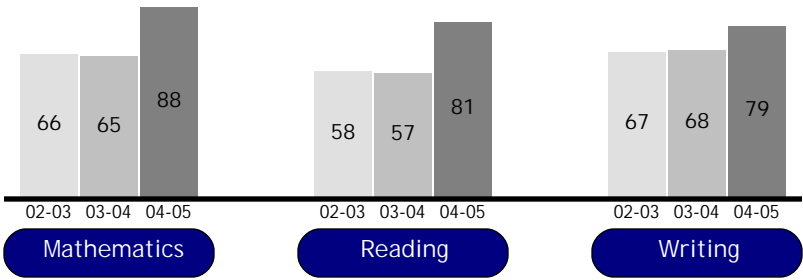
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	58	67	50	94	72	NA	58	100	52	59	47
	Language	100	50	60	43	94	70	60	50	100	52	60	47
	Mathematics	99	64	76	57	97	81	80	64	100	54	62	50
3	Reading	100	68	64	47	96	65	NA	55	99	64	58	44
	Language	97	75	67	54	96	70	71	61	99	60	55	44
	Mathematics	99	85	72	54	97	77	76	61	99	71	64	51
4	Reading	97	67	69	52	100	70	NA	56	100	61	62	48
	Language	99	63	61	48	99	65	59	52	100	57	60	49
	Mathematics	99	73	70	57	100	80	75	61	100	68	66	53
5	Reading	100	58	65	50	99	59	NA	55	100	64	61	50
	Language	100	48	58	46	99	53	59	49	100	61	61	50
	Mathematics	100	72	70	57	99	69	75	63	100	65	63	49
6	Reading	100	57	65	53	100	61	NA	56	100	52	64	51
	Language	100	48	57	45	100	53	55	48	100	52	58	47
	Mathematics	100	69	75	62	100	76	76	66	100	58	68	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Cottonwood Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Development of School Mission and Goals
- Ü School Improvement
- Ü School Safety Issues
- Ü Code of Ethics/Dress Code
- Ü Curriculum Development
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	3.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	3	0	0
4 to 6 years	5	6	0	0
7 to 9 years	3	1	0	0
10 or more years	3	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab with 32 Computers
- Ü Each Classroom Cluster with 2 Computers
- Ü Media Center/Library with 12 Computers

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Hands Across the Border
- Ü Chorus
- Ü Intramurals
- Ü CAT Club
- Ü Peer Mediation Group

Social Services

- Ü Intersession Tutoring
- Ü Intersession Remediation Classes
- Ü Afterschool Tutoring
- Ü Federal Food Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü AIMS SCORES - GRADE 3
Ninety percent or more of the students met or exceeded the standards on the Reading, Math and Writing sections.
- ü AIMS SCORES - GRADE 4
Ninety percent of the students met or exceeded standards on the Math section.
- ü AIMS SCORES - GRADE 5
Students achieved thirty percent growth in meeting the standards on the Reading and Math sections.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	14	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Cottonwood's Caring Community is an anti-bullying program that identifies bullying behaviors and empowers students to practice corrective measures. the school participates in the GREAT Program through the Tucson Police Department. The School Code of Conduct and Dress Code is updated annually. Visitors are required to sign in at the front office and receive visitor identification.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Carol Golembiewski	(520) 762-2604
Transportation Policy	Al Flores	(520) 762-2435
Community Resources	Rosemary McCain	(520) 762-2031
School Nutrition Programs	Marilyn Bennett	(520) 762-2409
Parent Organization	Melissa Grossheim	(520) 762-2608
Student Health/Nurse	Bridget Steffen	(520) 762-2609

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.